

Figure 1 - Stage 2 of UbD Template w/ Example of Criteria

UbD Template 2

Stage 2 – Evidence		
Evaluative Criteria Performance is judged in terms of –	Assessment Evidence: Students will need to show their learning by –	
<ul style="list-style-type: none"> • skillful • courteous/defensive • anticipates well • responsive 	<p>TRANSFER TASK(S):</p> <p>1. <i>Task:</i> drive from home to school and back, with parental and teacher supervision. The goal is to demonstrate skillful, responsive, and defensive driving under real-world conditions.</p> <p>2. <i>Task:</i> Same task as #1 but with rainy conditions.</p> <p>3. <i>Task:</i> Same task as #1 but with rush hour traffic.</p>	<p>TT</p>
<ul style="list-style-type: none"> • accurate • perceptive • skilled • pass test • pass test 	<p>OTHER EVIDENCE:</p> <p>4. Self-assess your driving and parking in Tasks 1 - 3 in terms of courteous & defensive. Discuss adjustments made.</p> <p>5. Observation of student driver in a driving simulator or car off road.</p> <p>6. Written test required for getting a license.</p> <p>7. Road test required for getting a license.</p>	<p>OE</p>

Figure 2 Naive - Sophisticated Understanding

Use the following worksheet to develop a simple rubric to assess understanding of a targeted “big idea” or complex process along a continuum. Begin by identifying the indicators of a sophisticated, expert understanding. Then, list the indicators of the understandings (and probable misunderstandings) of a novice. Then, sketch other points along the continuum. (The final rubric will require you to look at samples of work and discussion to refine the indicators).

Understanding of: causes and effects of the Civil War

<i>naive</i>		<i>sophisticated</i>
The novice...	along the continuum	The expert...
<ul style="list-style-type: none"> • assumes each effect has a single obvious cause and a single predictable effect. • believes that the Civil War was fought only over the morality of slavery. • concludes that the “good guys” won and the Union was preserved. 	<ul style="list-style-type: none"> • assumes each effect can have multiple causes but that they are obvious • believes that the Civil War was fought over the economics of slavery. More sophisticated: explains the cultural and economic differences between North and South • provides some examples of how the war’s impact lasted for decades. More sophisticated: links Civil War to recent US history (Civil Rights era, ‘red’ and ‘blue’ states) 	<ul style="list-style-type: none"> • understands that significant events typically have many causes and resulting consequences, and that some may be subtle. • recognizes that the Civil War was sparked by multiple factors, including states rights issues, fundamental economic and cultural differences between North and South, and divided opinions about slavery. • comprehends that the War’s lingering effects are evident in the form of regional loyalties, and on-going resentment over Federal control

Figure 2 Naive - Sophisticated Understanding (BLANK)

Use the following worksheet to develop a simple rubric to assess understanding of a targeted “big idea” or complex process along a continuum. Begin by identifying the indicators of a sophisticated, expert understanding. Then, list the indicators of the understandings (and probable *misunderstandings*) of a novice. Then, sketch other points along the continuum. (The final rubric will require you to look at samples of work and discussion to refine the indicators).

Understanding of:

●—————●
naive *sophisticated*

The novice...

along the continuum

The expert...

Figure 3 Holistic Rubric

3	<hr/> All data are accurately represented on the graph. All parts of the graph (units of measurement, rows, etc.) are correctly labeled. The graph contains a title that tells what the data show. The graph is very neat and easy to read.
2	<hr/> Data are accurately represented on the graph OR the graph contains minor errors. All parts of the graph are correctly labeled OR the graph contains minor inaccuracies. The graph contains a title that tells what the data show. The graph is generally neat and readable.
1	<hr/> The data are inaccurately represented, contains major errors, OR is missing. Only some parts of the graph are correctly labeled OR labels are missing. The the title does not reflect what the data show OR the title is missing. The graph is sloppy and difficult to read.

Figure 3 Holistic Rubric - BLANK

3	
2	
1	

Figure 4 Analytic Rubric

trait	title	labels	accuracy	neatness
% weight	10%	20%	50%	20%
3	The graph contains a title that clearly and specifically tells what the data show. <input type="checkbox"/>	All parts of the graph (units of measurement, rows, etc.) are correctly labeled. <input checked="" type="checkbox"/>	All data are accurately represented on the graph. <input type="checkbox"/>	The graph is very neat and easy to read. <input checked="" type="checkbox"/>
2	The graph contains a title that generally tells what the data show. <input type="checkbox"/>	Some parts of the graph are inaccurately labeled. <input type="checkbox"/>	Data representation contains minor errors. <input checked="" type="checkbox"/>	The graph is generally neat and readable. <input type="checkbox"/>
1	The the title does not reflect what the data show OR the title is missing. <input checked="" type="checkbox"/>	Only some parts of the graph are correctly labeled OR labels are missing. <input type="checkbox"/>	The data are inaccurately represented, contains major errors, OR is missing. <input type="checkbox"/>	The graph is sloppy and difficult to read. <input type="checkbox"/>

Figure 4 Analytic Rubric BLANK

trait				
% weight				
3				
2				
1				

Figure 5 - Holistic Rubric for Understanding

DEPTH OF UNDERSTANDING

- 5: Student work shows a sophisticated and in-depth understanding of the subject matter involved. The concepts, evidence, arguments, qualifications made, questions posed, and/or methods used are expertly insightful, going well beyond the grasp of the subject typically found at this level of experience. Grasps the essence of the idea or problem and applies the most powerful tools for solving it. The work shows that the student is able to make subtle distinctions, and to relate the particular challenge to more significant, complex and/or or comprehensive principles.
- 4: Student work shows a rich understanding of the subject matter involved. The concepts, evidence, arguments and methods used involve an advanced degree of difficulty and power. Frames the matter appropriately for someone at this level of experience. There may be limits to the understanding or some naivete or glibness in the response, but there are no misunderstandings in or overly simplistic aspects to their work.
- 3: Student work shows an adequate understanding of the issues involved. Work reveals control of knowledge, concepts, and/or methods that enable the problem(s) to be solved at the intended level of difficulty. There is less subtlety/discrimination/ nuance than found in the more sophisticated work, and there may be evidence of some misunderstanding of key ideas. The work may yield correct answers but the approach/concepts/methods used are more simplistic than expected at this level of experience.
- 2: Student work shows a naive or limited understanding of the ideas and issues involved. Simple rules/formulae/approaches/ concepts are used where more sophisticated ones are called for and available from previous learning. Important ideas may be misunderstood or misapplied. The student's work may be adequate to address all or most aspects of the problem, but the concepts and methods used are simplistic.
- 1: Student work shows no apparent understanding of the underlying ideas and issues involved in the problem. Brings to bear inappropriate and/or inadequate knowledge to the problem.
- 0: Insufficient evidence in the response to judge the student's knowledge of subject matter involved in this problem. (Typically due to a failure to complete the work.)

FIGURE 6: An Analytic Scoring Rubric for Understanding

<i>understanding</i>		<i>performance</i>
traits		
scale	weights →	35%
4	Shows a sophisticated understanding of the relevant ideas or processes. The concepts, evidence, arguments, qualifications made, questions posed and/or methods used are advanced, going well beyond the grasp of the subject typically found at this age level.	The performance/product is highly effective. The ideas are presented in an engaging, polished, clear and thorough manner, mindful of the audience, context, and purpose. There is unusual craftsmanship in the final product/performance.
3	Shows a solid understanding of the relevant ideas or processes. The concepts, evidence, arguments, and/or methods used are appropriate for addressing the issues/problems. There are no misunderstandings of key ideas or overly-simplistic approaches.	The performance/product is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience, context, and purpose.
2	Shows a somewhat naive or limited understanding of the relevant ideas or processes. The concepts, evidence, arguments, and/or methods used are somewhat simple/crude/inadequate for addressing the issues/problems. Response may reveal some misunderstanding of key ideas or methods.	The performance/product is somewhat effective. There are some problems with clarity, thoroughness, delivery, and/or polish. It is unclear whether audience, context, and purpose have been considered.
1	Shows little apparent understanding of the relevant ideas and issues. The concepts, evidence, arguments, and/or methods used are inadequate for addressing the issues/problems. Response reveals major misunderstandings of key ideas or methods.	The performance/product is ineffective. The performance is unpolished, providing little evidence of prior planning, practice, and consideration of purpose and audience. OR The presentation is so unclear and confusing as to make it difficult to determine the key points.

FIGURE 6: An Analytic Scoring Rubric BLANK

traits scale	weights ↑	4	3	2	1

Figure 7 - Criterion-Based Performance List

Performance lists offer a practical means of judging student performance based upon identified criteria. A performance list consists of a set of criterion elements or traits and a rating scale. The rating scale is quite flexible, ranging from 3 to 100 points.

Teachers can assign points to the various elements, in order to “weight” certain elements over others (e.g., accuracy counts more than neatness) based on the relative importance given the achievement target. The lists may be configured to convert easily to conventional grades. For example, a teacher could assign point values and weights that add up to 25, 50 or 100 points, enabling a straightforward conversion to a district or school grading scale (e.g., 90-100 = A, 80-89 = B, and so on). When the lists are shared with students in advance, they provide a clear performance target, signaling to students what elements should be present in their work.

Despite these benefits, performance lists do not provided detailed descriptions of *performance levels*. Thus, despite identified criteria, different teachers using the same performance list may rate the same student’s work quite differently.

Performance List for *Graphic Display of Data*

	Yes	No	Points:_____
1. The graph contains a title that tells what the data show.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. All parts of the graph (units of measurement, rows, etc.) are correctly labeled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. All data are accurately represented on the graph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. The graph is neat and easy to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total			<hr/> <input type="text"/>

Figure 8 - Terms for Differences in Degree

Use the following general terms to describe differences in degree when constructing a “first-time” scoring rubric with a 4-point scale. Once the rubric is applied, an analysis of student work will yield more precise descriptive language and/or a rubric with more gradations.

Degrees of Understanding <ul style="list-style-type: none"> • thorough/complete • substantial • partial/incomplete • misunderstanding/ serious misconceptions 	Degrees of Frequency <ul style="list-style-type: none"> • always/consistently • frequently/generally • sometimes/occasionally • rarely/never
Degrees of Effectiveness <ul style="list-style-type: none"> • highly effective • generally effective • somewhat effective • ineffective 	Degrees of Independence <p><i>student successfully completes the task:</i></p> <ul style="list-style-type: none"> • independently • w/ minimal assistance • w/ moderate assistance
Degrees of Accuracy <ul style="list-style-type: none"> • completely accurate; all ____ (facts, concepts, mechanics, computations) correct • generally accurate; minor inaccuracies do not affect overall result • inaccurate; numerous errors detract from result • major inaccuracies; significant errors throughout 	Degrees of Clarity <ul style="list-style-type: none"> • exceptionally clear; easy to follow • generally clear; able to follow • lacks clarity; difficult to fol- low • unclear; impossible to follow

Figure 9

Identifying Important Performance Qualities

PART 1 – List the important qualities or traits for the ability to_____.

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____



PART 2 – Whittle the list down to the 3-4 most important traits. List them below.

1. _____
2. _____
3. _____
4. _____

Tips for Designing Effective Scoring Tools

1. Make sure that the scoring tool (rubric or checklist) includes the most important traits, given the **purpose** of the assessment and the **qualities of excellent performance**. Consider:

- Are you scoring what is easy to score rather than what is most important?
- Could a student meet all the scoring criteria and get high scores without really demonstrating the desired understanding(s) or producing excellent work?
- Are any of the criteria or reasons for the score arbitrary? In other words, are you giving or taking away points based on characteristics that have little to do with excellence at this particular task?

2. Beware of the following common problems with scoring tools:

- a. Scoring the length of the paper instead of its quality.
- b. Focusing on mechanics, organization and presentation rather than content, substance and effect. For example, a science project display could be attractive, but superficial.
- c. Looking for quantity rather than results (e.g., the number of information sources used in research instead of the appropriateness and thoroughness of those sources; number of reasons in a persuasive essay instead of the logic of the reasoning).
- d. Demanding that the performance follow an arbitrary format (e.g., 5-paragraph essay), even though expert performance follows different forms or approaches.

3. Check for consistency of the descriptive terms throughout the scoring scale. For example, if the top score point includes the descriptors – *consistently* and *thorough* – we would expect to see parallel descriptors in the lower score points; e.g., *sometimes* and *incomplete*.

4. Use the following prompts to help avoid these problems:

- *Since the aim of [the performance] is to provide evidence of _____, we need to assess whether or not the performance has been _____.*
(List appropriate traits, given the purpose of the task and the evidence it demands.)
- *The best pieces of work are those which are always _____ (insert trait(s) from your list) _____. Does the sentence make sense or not? If yes, the trait is appropriate; if not, it is probably arbitrary.*

Design Checklist – Stage 2

Performance Task(s)

T

1. _____ The performance task(s) in Box T is/are aligned with one or more desired results in Stage 1. The task(s) will yield appropriate evidence of the identified understanding(s).
2. _____ The task(s) involve(s) a complex, real-world (i.e., “authentic”) application of the identified knowledge, skill, and understandings.
3. _____ The task(s) is/are written in the G.R.A.S.P.S. form.
4. _____ The task(s) allow(s) students to demonstrate understanding with some choice/options/variety in the performances and/or products.
5. _____ The task(s) are *not likely to be performed well* without a clear grasp of the understandings the task is meant to assess.
6. _____ The task(s) require(s) one or more of the six facets of understandings.
7. _____ The scoring rubric(s) include(s) distinct traits of understanding *and* successful performance.
8. _____ The scoring rubric(s) highlight what is appropriate, given the evidence needs suggested by the Desired Results of Stage 1.

Other Evidence

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9. _____ Other appropriate evidence has been identified in summary form (e.g., key quizzes, exams, student self-assessments, etc.) to supplement the evidence provided by the performance task(s) .
10. _____ Students are given the opportunity to self-assess and reflect upon their learning and performance.